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ABSTRACT

This document is part of a comprehensive workshop training package designed to assist in developing strategies for improving the preservice and inservice preparation of vocational education administrators. Descriptions of three major delivery strategies are presented in this document. These strategies include the externship program, competency-based administrator education, and the internship program. General descriptions of these strategies are identified based on a comprehensive search of the literature. Specific examples of each strategy are also included, and the following information is delineated for each strategy procedures involved; advantages and disadvantages; funding process or cost of operation; and impact of the approach if evaluative data is available. (BM)

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ALTERNATE DELIVERY STRATEGIES FOR PREPARING VOCATIONAL ADMINISTRATORS

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

This document was prepared as a part of the National Center's 1977-1978 USOE-EPDA sponsored project, "Personnel Development for Local Administrators of Vocational Education." Conducted in response to the need for more and better programs of administrator preparation, the national training program consisted of a competency-based national training workshop for 30 department of education personnel, and on-site technical assistance to help each of the ten state teams implement their plans for improving administrator training within their respective states and institutions.

To assist participants in developing strategies for improving the preservice and inservice preparation of local administrators, a comprehensive workshop training package was developed, consisting of the following products:

Description of Alternate Delivery Strategies--Uniform narrative descriptions of three major delivery strategies were prepared, revealing major features, procedures used, advantages, disadvantages, costs of operation, available evaluation data, etc.

Annotated Bibliography of Instructional Materials--Available instructional materials were collected, and assessed using an established list of criteria for evaluating their quality. Acceptable materials were included in an annotated bibliography.

Workshop Training Module LA-101--The national training workshop was built around a competency-based training module designed specifically to deliver upon the competencies the participants should obtain.

Many persons contributed significantly to the success of the entire project. Special recognition for major individual roles in planning, researching, and developing this particular document goes to Robert E. Norton, Project Director, who gave leadership and guidance to the overall project; Karen Quinn, Program Associate, who wrote this document; and Kristy L. Ross, former Center staff member, who conducted the preliminary research underlying the document. Sincere appreciation is also extended to the state directors of vocational education and other leadership personnel who contributed information on the delivery strategies utilized in their states. Recognition is also extended to Pat Frost and Debbie Parsley who typed this document and the many materials associated with the overall project.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

ALTERNATE DELIVERY STRATEGIES FOR PREPARING VOCATIONAL ADMINISTRATORS

The need for improved, more thorough, and continuous training and upgrading of preservice and inservice vocational administrators is widely recognized. A recent Georgia proposal for inservice training of local vocational administrators stated that

> Presently, local vocational education administrators receive assistance through formal instruction in the classroom, occasional inservice training, and sporadic help from colleagues.

While this is a fairly accurate description of the limited training opportunities available in many states, it does not reflect the fact that a wider range of delivery strategies is presently available, some of which hold great promise for improving the preparation of vocational administrators.

Through a comprehensive search of the literature, and contact with State Directors of Vocational Education, project staff identified and reviewed several delivery strategies currently in use in the preparation of preservice and inservice vocational administrators. This report contains--

- general descriptions of the most promising major strategies identified
- specific examples of these major strategies
- brief descriptions of other strategies identified

It is hoped that information on the major features; procedures involved; advantages and disadvantages; funding process or cost of operation; and impact (if evaluative data is available) of these approaches will be useful to workshop participants and others seeking to develop new or alternative delivery strategies for training administrators in their states.

The Externship

The externship is one inservice approach to the training of potential leaders in vocational education, persons likely to move into leadership roles in the district or local educational agencies in which they are employed. It deviates from traditional graduate, internship, and inservice training programs

by combining a planned sequence of course work, directed field experience, and weekend seminars carried out while the participant remains on his/her present job.

Major Features

The major features of the externship include the following:

- a working relationship between state agencies, local school districts willing to support a staff member in the extern program, and university educators
- a deviation from traditional graduate programs by designing academic work that will supplement and complement field-based activities while the participant is still carrying major responsibilities within his/her local school district
- first-hand experience for each participant in directing a program planning and evaluation effort based on activities demonstrated to be effective in previous statewide development projects
- field-based seminars which utilize exemplary and outstanding vocational programs within the state as models for discussion and modification or implementation on a back-home basis
- new leadership competencies through instruction and experiences in all service areas of vocational education and allowing for first hand development of activities in each of these areas
- group and individual objectives which reflect both personal and local vocational education program needs
- speaker presentations and activities dealing with topics, problems, and concerns of the individual participants
- experiences in the decision-making process which will assist individuals in becoming more competent in leadership roles[1]

Procedures

Following is an overview of the procedures generally followed in conducting the extern program:

[1]Adapted from Melvin D. Miller, "A State Model for Vocational Inservice Education," Theory Into Practice, 14 (February 1975): 56.

1. Local school administrators are asked to nominate potential candidates, and to make a commitment to support the staff member nominated (to move him/her into a leadership role, provide release time, and contribute financial support).

2. Participants selected attend an on-campus summer workshop (usually 1-3 weeks) during which they formulate the group and individual goals and plans of action which will structure their extern program, receive instruction in such areas as their state's vocational education delivery system, and participate in other activities designed to prepare them for the field experiences and seminars to follow (e.g., simulated decision-making exercises).

3. During the remainder of the school year, participants attend a series (generally 9-14) of weekend seminars around the state, observing innovative or exemplary programs and facilities, discussing group and individual problems and concerns, and interacting with program personnel and consultants.

4. Throughout the externship, each extern receives assistance in implementing his/her individual plan of action developed during the summer workshop for expanding and/or improving vocational education in his/her home school or agency. During visits to the extern's home school/agency, program staff assist the extern in evaluating his/her progress, and provide guidance and coordination as the extern carries out the plan of activities.

5. Generally, program costs are shared by the State Department of Education, the local sponsoring agencies, and the participants. The degree of financial responsibility of each party, and the cost to the agencies and externs involved, varies from program to program. Specific information on funding processes and costs is contained below in the descriptions of existing extern programs.

6. Academic credit (generally available at the option of the participant) is earned for completing the on-campus workshop (1-3 credits) and the directed field experience program (2-9 credits). In addition, most programs encourage participants to enroll in related graduate courses during the summer, or a regular fall or spring semester.

Advantages and Disadvantages

There are several advantages to the externship approach. These include, but are not limited to, the following:

- It does not require the full-time participation (often at a reduced salary) or uprooting of traditional graduate programs and internships. Potential leaders unwilling or unable to make such commitments can be given the essential training needed to move them into leadership roles within a local educational agency.

- By extending inservice training over an academic year, it allows sustained, meaningful planning and implementation activities to occur. Thus, it has more potential for bringing about positive change in the individual and the local agency or district than attendance at occasional short-term inservice activities (workshops, conferences, etc.) alone.

- The use of field-based seminars in a variety of locations and agencies and contact with many different vocational leaders and other persons involved in the total vocational education effort in the state, encourages a comprehensive view of the role of vocational education, and facilitates participants' understanding of a variety of service areas, programs, and leadership responsibilities.

- The weekend seminar structure, in which the same participants live, observe, and work together in an intensive workshop atmosphere over an academic year, allows for more meaningful interaction, close working relationships, and sharing of experiences, problems, and solutions than is possible through brief class meetings or traditional workshop encounters.

Some possible disadvantages of the externship approach include the following:

- The part-time inservice approach, in which participants continue somewhat their regular duties, and spend relatively brief periods in a variety of programs and facilities, may result in a more superficial experience than occurs in full-time leadership development programs.

- The requirement that participants be absent from their local system 10-14 days during the academic year may disrupt their work schedule and the normal operation of their home school/agency.

- Since most participants are not yet in leadership positions, or are new and inexperienced administrators, there is less opportunity for close interaction and sharing of ideas, problems, and solutions with experienced local administrators than in approaches involving more heterogeneous groupings of participants.

- Since formal supervision of the extern is generally handled through periodic visits by program staff, rather than through an on-site supervisor, it is more difficult to provide close monitoring of progress, continuous feedback, and immediate response to the needs of the extern.

Externship programs are operating in Oregon, Tennessee, Arkansas, Maryland, and Oklahoma. A proposal for an externship for supervisors in Utah has been submitted for 1978. Following are descriptions of the key characteristics of these programs.

The Oregon Extern Program

Begun in 1970, the Oregon Extern Program has served as a model for the development of similar programs in several states. As of June 30, 1977, 124 teachers, teacher-coordinators, counselors, supervisors and administrators had successfully completed a one-year externship.

The criteria used to select the Oregon Externs are as follows:

- minimum of three years of successful teaching, supervising, or coordinating experience.

- qualified for enrollment in graduate-level coursework at Oregon State University.

- demonstrated potential for providing leadership

- aspires to move into a leadership position

Each LEA sponsoring an Oregon extern must provide travel, per diem, and release time for 14 one and one-half day visitation/seminars as well as conferences and workshops. The LEA must also provide opportunities for the Oregon extern to apply leadership skills that he/she is learning while participating in the program. As outlined in the 1977 proposal to continue the Oregon Extern Program, program procedures and activities are as follows:

1. Oregon State University conducts a one-week workshop on the Corvallis campus for the participants selected. Three hours of graduate credit are granted for the workshop. Prior to the workshop, a handbook is prepared for each extern, containing a variety of materials which the externs will use during the workshop and the remainder of the program year.

2. Prior to the end of the summer term, the externs submit proposed individual leadership development goals and activities to the Program Coordinator. During the Fall Term, the Oregon Extern Coordinator meets with each Oregon Extern, his/her supervisor and, when possible, his/her regional career education coordinator. During the meeting, the Extern's goals and activities for the program year are finalized, and responsibilities of all parties agreed to. The Extern Coordinator then makes one, or, if necessary, two visits to each extern to assess the extent to which he/she has attained leadership development goals and to assist the extern as necessary. Examples of individual projects the extern may complete during the year are:

    - Write and submit a career education planning grant proposal to the State Department
    - Write an update of his/her district's five-year plan for career education.
    - Plan and implement an inservice training session for teachers and/or administrators in his/her district related to career or vocational development.
    - Set up an advisory committee for a new or existing career or vocational program in the district.

3. During the academic year, the Oregon externs participate in ten, one and one-half day meetings held on Fridays and Saturdays. During school hours on Fridays, the externs visit exemplary and innovative career and vocational education programs. This is followed by a debriefing so that the externs can discuss the day's observations. During the following Saturday mornings, the externs participate in one-half day seminars on a variety of topics, such as program planning, program evaluation, special needs students, sex-role stereotyping and bias. The visitations and seminars are

scheduled on the basis of the professional development needs of the externs. Also during the academic year, Oregon externs attend one or two conferences, such as OCCVA; a two-day professional development retreat; and one or two independent visitations in line with their leadership development goals. All conferences and visitations are selected by the externs with the advice and consent of the Extern Coordinator.

4. During the spring term, the externs enroll in six hours of graduate credit for the work completed during the academic year as externs. They may also enroll in VEd 516, Teacher Education in Agricultural Education, Business (and Distributive) Education, Home Economics Education, and Industrial Education, if they elect to complete the requirements for these courses during the program year.

The financial arrangements and costs for the Oregon Extern Program are as follows:

The State Department of Education makes a grant to Oregon State University to provide for the personnel to implement and coordinate the entire project.

Schools electing to participate in the program are expected to release a staff member nominated for a total of fourteen teaching days during the school year. In addition, they pay the necessary travel and lodging expenses connected with the visitation, and accompanying Saturday morning seminars.

Based on a substitute rate of $30 per day and a per diem of $25 per seminar with an average of 200 miles travel at 11¢ a mile for each weekend, a local school district would be making a commitment of approximately $1,200 for each candidate accepted in the program. The cost to the local school district could be reduced according to local substitute rate and the necessity for a substitute. Also, school districts which are in close proximity may have their extern candidate pool rides to reduce mileage costs. Housing is arranged by the person coordinating the program, and with double occupancy, some reduction on the per diem rate could be anticipated. Tuition for the 3 credit hour one-week summer workshop and the 6 credit hour academic year credit totals approximately $300. Expenses in connection with the summer workshop vary, depending on the extern's proximity to the Oregon State University campus.

The 1977-78 budget submitted to the Oregon State Department of Education outlines the project costs as follows:

Item	ODE	OSU
Personnel		
Coordinator, Summer Term, 0.5 FTE	$ 2,500	
Coordinator, Academic Year, 1.0 FTE	18,000	
Secretary, 0.30 FTE	3,734	
Subtotal - Personnel	$24,234	$ 1,263
Benefits @ 16%	3,877	202
Travel		
Staff, in-state, 18,000 mi. @ 11¢/mi and 25 days @ $25/day	2,605	
Staff, out-of-state	500	
Consultant	308	
Subtotal - Travel	$ 3,413	
Materials		
Duplication	500	
Telephone	50	111
Materials	100	
Subtotal - Materials	650	111
Consultants		
10 days @ $50/day	500	
TOTAL DIRECT	$32,674	$ 1,576
Indirect - @ 8% for ODE and 31.5% for OSU	2,614	10,292
GRAND TOTAL	$35,288	$11,868

Evaluation of the Oregon Extern Program occurs on two levels: product and process. Product evaluation is concerned with the extent to which each Extern achieves his/her leadership development goals during the program year. An instrument is administered to the Externs at the end of their program year, on which participants indicate their perceived degree of attainment of the group leadership development goals identified at the beginning of the program. (See Sample 1).

SAMPLE 1. Group Goals Instrument

GOAL 1: LEADERSHIP SKILLS

OBJECTIVE	ACTIVITY	PROJECTED OUTCOMES	DEGREE OF ATTAINMENT
1.1 To develop effective meeting strategies	1.1.1 Read Communication Handout		1 2 3
	1.1.2 Develop workable agenda/ schedules		
	1.1.3 Participate as leader of group meeting		
1.2 To be competent in interpersonal relationships	1.2.1 Read available material		1 2 3
	1.2.2 Analyze Dogmatism		
	1.2.3 Use I. P. skills		
1.3 To develop effective decision-making skills	1.3.1 Read available materials		1 2 3
	1.3.2 Participate in decision-making process		

Product evaluation is also accomplished through follow-up studies. A follow-up of participants in the 1970-71 through the 1975-76 Oregon Extern Programs is currently in progress. An initial mailing of a questionnaire was accomplished during May 1977. The data will be analyzed during this program year. The same questionnaire was mailed to the 1976-77 participants during January 1978. Participants are asked such questions as whether their responsibilities increased, decreased, or remained the same during and/or immediately after the externship; and respond to a series of items relating to their performance of key leadership tasks.

Process evaluation is concerned with the procedures used to enable Oregon Externs to achieve their leadership development goals. Various instruments are used to acquire feedback from the participants on their activities. Feedback is acquired after every Friday/Saturday visitation/seminar, at mid-year, and at the end of the program year. Information is used immediately to refine activities as needed and to plan the following year's program.

While complete evaluation data on the success and impact of the Oregon Extern Program is not yet available, feedback to date indicates a high degree of accomplishment of group and individual goals, and extremely positive reactions from participants and sponsoring agencies. For further information, contact:

Jackie Hammer
Extern Program Coordinator
Oregon State University
Corvallis, Oregon 97331

The Tennessee Extern Program

Basically, the Tennessee Extern Program, which was initiated in 1975, follows the same pattern and procedures as the Oregon Program. There are, however, some unique features in the operation and results of this program which should be noted. These include the following:

- The 1976-75 externs agreed to serve as field testing agents for CVE's CBAE modules. The module Organize and Work with a Local Vocational Education Advisory Council was used in the on-campus workshop, and reactions were very positive. According to program staff, use of the module enabled the externs to have organized and operating functional advisory committees for their local programs about six months ahead of the previous year's schedule.

- Evaluation of the program is accomplished through the use of four pre- post-test instruments and written and oral feedback. The pre- post-test instrument which proved most useful was the Miller-Courtney leadership competency test. Post-test scores were significantly higher on this test, and it proved most useful in diagnosing participants' needs and setting objectives for the year's program. The number of objectives per participant ranged from three to nine. Seventy-seven percent of the total number were completed, and 19% were in progress at the time of the project report. The remaining four percent were not completed due to the unavailability of local funds and/or local physical facility limitations.

- Some recommendations growing out of the project experiences were:

  1. Expand the program to two years, to enable new administrators to adjust to their new responsibilities and develop a well-planned inservice program.

2. Include experienced local administrators as participants, to allow them to update their skills and serve as resource persons to inexperienced participants.

3. Early in the extern program, conduct a thorough analysis of current conditions and expected directions of vocational education in the state to enable participants to identify future needs as well as present ones.

- The local district is expected to pay for meals, travel, and lodging for the workshop and for the weekend seminars. Cost to the district ranges from $400-$600, excluding the cost of possible substitutes.

- Twelve hours of graduate are available as an individual option and cost. Additional hours may be arranged on an individual basis.

For further information on the Tennessee Extern Program, contact:

Dr. Melvin D. Miller, Head
Department of Vocational-Technical Education
The University of Tennessee
Knoxville, Tennessee 37916

The Arkansas Extern Program

Begun in 1971, the Arkansas Extern Program is distinguished from similar programs by the following characteristics:

- A one-day orientation session is held prior to beginning the major activities.

- Prior to or following the on-campus workshop, participants spend one week visiting and observing the operation of an AVTS or post-secondary vocational center, and prepare a written report of the experience.

- A 2-3 week on-campus summer workshop is held. In addition to the usualy workshop activities, each participant prepares a "mini-grant" proposal related to some aspect of his local program and submits it to the state department for possible funding. According to the 1976 project report, most of the externs did not receive funding, but carried out their projects without special funding.

- In June 1976, a follow-up was made to determine the status of the sixteen 1975-76 externs. Ten had moved into new positions demanding more leadership responsibility, five had been assigned additional leadership roles in their regular positions, and one had been accepted as an EPDA fellow to pursue the doctorate in vocational education.

- The State Vocational Agency provides most of the funds needed, including travel, food, and lodging for the workshop, a vocational-technical center visitation, and weekend seminars, and the costs of consultants and supporting personnel. The extern pays tuition fees.

For further information, contact:

Peggy W. Patrick
Program Analyst
Vocational, Technical, and Adult Education
Arkansas Department of Education
Little Rock, Arkansas 72201

The Maryland Externship Program

The unique features of the Maryland Extern Program are as follows:

- The program is administered jointly by the Maryland Professional, Personnel and Youth/Adult Vocational Leadership Center (PPYAD Center) and the University of Maryland. The extern is advised and supervised by PPYAD Center specialists and University of Maryland personnel.

- Nine weekend seminars are held.

- The workshop carries 1 credit; the 9 days of field experience carry 2 credits.

- Two, rather than three, years of successful vocational education experience are required for selection into the program.

- Tuition is paid by the PPYAD Center. The local agency or system pays for necessary substitutes. All other expenses are assumed by the extern.

For further information, contact:

Extern Program
PPYAD Center
5525 Shelbourne Road
Baltimore, Maryland 21227

The Oklahoma Extern Program

The Oklahoma Extern Program differs significantly from the basic externship pattern.

- The program lasts for one semester, not an academic year.
- No on-campus workshop is held.
- Five weekend sessions are held throughout the semester at a variety of locations.
- Originally designed for secondary school administrators, the 1976 program included 29 secondary and post-secondary administrators, 1 instructor, 1 counselor, 5 curriculum developers, and 1 corrections training administrator.
- Directed field experience activities in the participants' home school/agency were not a part of the program.

For further information, contact:

Dr. Francis Tuttle, State Director
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

Proposed Externing for Vocational Supervisors in Utah

Designed for vocational supervisors, the proposed extern program in Utah would follow the basic extern model, with the following significant differences:

- Plans call for the use of the CVE performance/competency-based teacher and administrator education modules to assist participants in meeting individual competency needs. (Utah State University was one of the field test sites for the CVE modules.)
- Bi-weekly meetings and on-site supervision would provide feedback and instruction as participants complete modules.
- Graduate credit would be granted as follows:

One-week workshop	-- 2 credits
Seminars	-- 5 credits
Modules (approximately 5)	-- 5-7 credits
Total	22-14 credits

For further information, contact:

Dr. Charles Parker
Utah State University
UMC 35
Logan, Utah 84322

Competency-Based Administrator Education

Competency-based administrator education is, as its name implies, an approach which focuses on training administrators in the specific skills they need to perform effectively on the job. Applicable to either a preservice or inservice situation, it differs from traditional approaches in its emphasis on evaluation of trainees' actual performance of the specified competencies.

Major Features

The essential elements of CBAE are as follows:

- Administrator competencies to be achieved are carefully identified, verified, and made public in advance.
- Criteria to be used in assessing achievement and the conditions under which achievement will be assessed, are explicitly stated and made public in advance.
- Assessment of competency takes the administrators' knowledge into account, but depends upon actual performance as the primary source of evidence.
- The training program provides for the individual development and evaluation of each of the competencies specified.
- Administrators progress through the training program at their own rate by demonstrating the attainment of specified competencies.

In addition to these features, the competency-based approach may also include the following characteristics:

- The training program is individualized to the maximum extent possible.
- Learning experiences are guided by immediate feedback.
- Emphasis is on meeting exit requirements.
- Instruction is individually paced rather than time-based.
- The program is to a considerable extent field-centered.
- Instruction is often modularized and uses materials with both required and optional learning activities--to achieve flexibility and provide for various learning styles.
- The program as a whole is carefully planned and systematic.

Procedures

An idealized preservice and inservice CBAE program (one which attempts to incorporate all of the above features and maximize the impact of the competency-based approach) would use the following procedures:

An Idealized Preservice CBAE Program

If one could install a preservice CBAE program in a college or in a school agency, starting with a "clean sheet of paper" as it were, and incorporating all the essential concepts of CBAE in all aspects of the program, it might exhibit many of the procedures and characteristics described in this section. This program description assumes the removal of all the traditional constraints of course structure, administrative procedures, and certification requirements.

1. The trainee's professional preparation is individualized and personalized. To complete the program, he/she must be able to demonstrate the predetermined administrator competencies, but does not have to take any one prescribed set of learning experiences.

2. Entering participants confer with a resource person (an administrator educator), and together they examine the required and recommended competencies previously identified and plan a program based on the trainee's personal professional needs, interests, and goals.

3. All trainees are expected to demonstrate a central core of administrator competencies. Other designated competencies, while recommended, are negotiable and are considered optional.

4. As a trainee progresses through the CBAE program, his or her objectives may be replanned. This replanning is done on the basis of personal development, on his/her success in the program, and on needs determined by his/her experiences in the school.

5. There are no formal courses in the administrator education program. Instruction and performance assessment are based on high quality, tested materials, with trainees free to design alternative learning experiences in order to acquire the necessary competency. The administrator educators provide alternate and enriching learning experiences such as field trips, presentations, and observations.

6. Resource persons are readily available to assist trainees in working through module learning activities, to suggest additional experiences, to critique products and performance, and to help solve procedural problems.

7. Regularly scheduled seminars of administrator trainees and resource persons are held to discuss mutual problems, share ideas, seek help, and improve interpersonal skills. Seminar groups are designed to provide a home base and reinforcement for what is basically an individual effort.

8. Trainees begin their field experiences in the schools/agencies early in their educational program. Field experiences continue all through the program. Trainees are in the field site first as observers, aides, and assistants, then later as interns with increasing responsibilities.

9. Skilled practitioners who are administrators in the local and state agencies are part of the administrator education staff and function as resource persons.

10. Secondary and post-secondary schools are an integral part of the administrator education program. In addition to providing field experiences for trainees, they receive university help in upgrading the skills of their professional staff.

11. Trainees progress through the program at a rate based on their own learning styles and achievement. Time is not a factor in a person's program of progress; mastery of competency is.

12. During the field experience, trainees work on modules and specific objectives. The final assessment of administrative competence takes place in an actual administrative situation. The university resource person or field-site supervisor may assess trainee performance.

13. Credits are awarded to trainees on the basis of the number of modules successfully completed. Each module has an assigned value of a fraction of a semester hour (perhaps ¼ or ½ credit hour depending on the difficulty of the competence and the typical time required to complete it). A trainee is expected to complete a minimum number of credit hours per semester. This procedure can be accommodated within standard university credit systems.

14. Letter-grades are replaced by a simple "Pass-No Credit" system. Trainees who meet the criteria of the modules are awarded a grade of "Pass" on their official records. Students not meeting the criteria have no entry made on their official records.

15. Trainees are granted degrees by meeting the institution's standards for demonstrated administrator competencies and accumulating the required number of credit hours.

16. Certification of administrators is by program approval, with the state requiring that the prescribed competencies and assessment procedures be described.

17. Upon completion of the program, trainees receive a standard certificate and a special CBAE transcript. The special transcript, which is sent to prospective employers, includes (1) a complete record of the administrator competencies demonstrated, and (2) evaluations by resource persons of the individual's performance of each competency.

An Idealized Inservice CBAE Program

The idealized CBAE program for (1) new or inexperienced administrators needing help in functioning effectively, (2) experienced administrators wishing to upgrade and/or broaden their preparation, and (3) new or experienced administrators needing to satisfy certification or university degree requirements would exhibit the following procedures and characteristics:

1. The administrator's professional development program is individualized and personalized. Success in the program is based on demonstrated proficiency, not formal course work.

2. The inservice administrator's program of training is based largely on his/her expressed and observed needs, rather than on a prescribed program of studies.

3. With the help and guidance of the resource person, the administrator develops a set of competency goals and determines priorities for their achievement.

4. A resource person is regularly available to observe the administrator at work, confer about learning activities and problems, and critique the administrator's performance.

5. While there are no formal courses, small-group and seminar sessions are arranged to help administrators work on their common professional development problems and discover possible courses of action.

6. Administrators proceed at their own rate to complete the modularized learning activities and achieve proficiency in specific competencies.

7. The inservice administrator uses his or her own on-the-job situation to practice the administrative skill and to demonstrate final proficiency.

8. A qualified resource person (from within the state department or school system or from a university program) assesses the administrator's performance of the competency in the actual administrative situation.

9. University credit, professional improvement points, and professional certification are based on achievement of competencies rather than on completion of formal course work.

Funding procedures and costs in a CBAE program will vary depending on whether the program is preservice or inservice, large or small, and in a developmental or operational phase.

There are a number of characteristics of CBAE programs that influence the costs as compared with more traditional approaches. Among these are--

- Instructional materials and methods are individualized. These materials tend to cost more than traditional group-based materials. At present, there are only a limited number of high quality competency-based materials for use in the preservice and inservice preparation of vocational administrators. Thus, developmental costs need to be considered in determining the cost of the CBAE program.

- Once high quality individualized instructional materials have been developed, trainees could purchase these materials (e.g., modules) much as they do traditional course textbooks. Generally, the cost to the trainee would be comparable.

- The one-to-one relationship of resource person to trainee may involve a higher cost factor than college faculty or workshop personnel dealing with large groups of persons.

- Management systems, particularly computerized systems, may involve high developmental costs.

- The assessment of trainee competencies (in the actual administrative situation) consumes a greater amount of time and energy of resource persons than does grading in conventional courses or other traditional forms of evaluation. In addition, administrator educators need to be given training in their (possibly) new role as resource persons in a CBAE program. This cost must also be considered in funding a CBAE program.

There are several alternative funding procedures which may be followed in a CBAE program.

- The university may require more credit hours by degree candidates enrolled in the CBAE program, thus increasing tuition yield.

- The CBAE program director might get additional funding support for the field-based component of the program.

- The CBAE program may seek outside funding in the form of grants.

- Local school systems might contribute additional funds for the field-based component and inservice CBAE programs.

- State divisions of vocational education may contribute to the CBAE program through the allocation of EPDA funds or through the inservice professional development budget.

Advantages and Disadvantages

As a delivery strategy, competency-based administrator education has several advantages, including the following:

- It is a flexible approach to administrator preparation. The essential concepts can be implemented in a variety of instructional settings (in graduate courses, group training sessions sponsored by the state department of education, independent study, field-based intern and extern leadership development programs, etc.), and with pre- and inservice administrators at all levels.

- Emphasis on clear statement of competencies and criteria helps insure that trainees know in advance exactly what they are expected to achieve, and exactly how they will be evaluated.

- Immediate feedback allows for reinforcement and quick identification of problem areas.

- Program design allows for more individualization of instruction, in that trainees progress at their own rate, have more opportunity to pursue their own learning style, and engage in learning experiences designed to meet their needs and interests.

- A large share of the responsibility for learning is shifted from others (e.g., the administrator educator) to the trainee.

- Emphasis on ability to perform, rather than only on the trainee's knowledge of administrative tasks as assessed by the paper-and-pencil method, can help insure the preparation of more competent administrators. In addition, the identification of explicit criteria to be used in assessing achievement of competencies (criterion-referenced) can make the evaluation process more objective than is often the case in more traditional approaches.

There are some disadvantages to the CBAE approach. In some cases, these are not inherent to the strategy, but are present problems impeding the full implementation of such a program.

- High quality competency-based instructional materials designed to deliver on the identified competencies are necessary if the program is to be individualized to meet the needs and interests of trainees with a wide variety of personal, educational, and experiential backgrounds. Unfortunately, such materials are presently in short supply. Until more materials are developed, tested, and made available to a wide audience, CBAE program developers will either need to develop their own modularized materials (a costly and time-consuming process), or make do with less efficient and desirable methods and materials.

- The whole approach depends on the accurate identification of (1) the actual competencies needed by local administrators, and (2) the criteria and procedures to be used in judging whether the trainee has actually demonstrated his/her achievement of the skill. While recent research has identified and verified competencies important to local administrators, there is a definite lack of research to validate these competencies, that is, to establish that the competencies specified are indeed linked to "successful" administration. In addition, the research to date has tended to identify the "what is" of the administrator role, rather than the "what will be" or "what should be." New and emerging competencies need to be identified and verified, and the competencies comprising the CBAE continuously updated. So far as objective evaluation procedures are concerned, this is often the least developed (and hardest to accomplish) aspect of competency-based programs in general.

- Instructional management in an individualized, CBAE program tends to be more complex and difficult than in group-based approaches.

- Qualified resource persons (university professors, directors of staff development, state department supervisors, state and local administrators, etc.) must be located and trained to assist trainees in the CBAE program, particularly in the assessment of competence. Finding and training an adequate number of such persons is a continuous process in a CBAE program.

While no programs were identified which exhibit all the key features and procedures of a fully-implemented CBAE program, there are some programs which are good examples of the competency-based approach in action. The best examples are programs operating at Southern Illinois University, Illinois

State University, and Northern Illinois University. In addition, CBAE programs in general administrator education are operating at California State College in Pennsylvania, the University of Minnesota, and Valdosta State College in Georgia.

The Southern Illinois University at Carbondale Program

The program is based on 159 competencies judged to comprise the occupational education administrator's role. These competencies were identified during a 1972 conference of professors of vocational education and educational administration, public school and college administrators, and Illinois Office of Education staff. The more than 500 tasks suggested by this group were later hand sorted by project staff to result in 159 more or less mutually exclusive competency statements.[2] A model program was developed and implemented in 1973. Approximately 50 persons have completed the program at SIU-C to date, and have received administrative certification which allows them to be vocational directors in the schools of Illinois.

To be considered for enrollment, a student is required to be employed as a vocational education teacher in a Southern Illinois public school or college and is expected to continue this employment concurrent with participation in the project. Each student is also required to furnish a letter from his/her principal, superintendent, or dean indicating that they agreed to sponsor the student in question. A sponsoring administrator demonstrates commitment to the student by agreeing to provide the release time and to arrange for or provide the personal supervision the student would need to master the 159 competencies while serving as an intern in the administrator's school.

Basically, the following procedures are followed in the SIU-C program.

- Students who enroll in the project engage in three distinct types of learning activities:

  1. Each serves two hours per day for one academic year as a supervised intern in the school where he/she is employed.

  2. Each completes the course work required to meet Illinois certification standards.

  3. Each engages in enrichment activities such as weekend seminars, professional meetings, and serving on evaluation teams.

[2]Much of the material in this section has been adapted from an article by John L. Bradley, "Evaluation of a Competency Based Educational Administration Project," CCBC Notebook, 6 (July 1977).

- At the beginning of the program, each student is given a Performance Portfolio which lists the 159 competencies and provides an assessment system which enables individual students to progress at their own rate based upon documented mastery of specific competencies (see Sample 2).

- Each student's proficiency in each of the 159 competencies is assessed twice--when the student enters the project and after each competency is mastered. A simple assessment process, taught to students and their cooperating administrators at a workshop, is used. Each student first indicates his/her accomplishments related to each competency and assigns a proficiency level. The student's self-ratings are then reviewed and concurred with or revised by his/her cooperating administrator. The final step is a monthly examination of each student's portfolio by a university professor of educational administration. A student is judged to have successfully completed the project when he/she has: 1) documented proficiency at the "comprehension" level (Bloom, 1956) and "responding" level (Krathwohl, 1964) in 90% (143) of the 159 competencies and has completed all requirements for Illinois level I or II administrative certification.

- Daily internship supervision is provided by a cooperating administrator who arranges for the administrative experiences and proficiency development of the intern. A cooperating school district is asked to provide an intern with 10 designated hours per week (an average of 2 per day) when the intern pursues activities which relate to proficiency development as outlined in the portfolio.

- University coordinators visit the intern in a local setting about once a month. Discussions are held concerning the intern's progress as well as any problems. Proficiencies that need strengthening and intern concerns and problems that cannot be resolved during a visit are communicated in writing by the university coordinators to departmental staff who in turn design appropriate classroom activities, (simulation, etc.) aimed at the specific problem.

The project was evaluated during 1976 to determine the extent to which participation was related to student learning and alumni on-the-job competence after graduation. Each student's mastery of the 159 competencies was monitored and recorded in his/her portfolio, kept on file after the student completed the project. The study revealed that the average student gained approximately two cognitive and affective levels and exited with cognitive proficiency at the "application" level and affective proficiency at the "valuing" level in better than 80% of the 159 competencies. Cognitive and affective learning exceeded the minimum standards set by project staff, and was also of statistical significance, resulting in the conclusion that participation in the project caused student learning. Follow up of project alumni

SAMPLE 2. Page from Proficiency Portfolio

*IDEAL CONDITION: Given a packet of job descriptions, and other relevant data,

*IDEAL PERFORMANCE:...the Occupational Education Leader will be able to determine sources from which applications may be received, i.e. colleges and universities.

Actual Condition(s) -- Preassessment: _____

_____

Postassessment: _____

_____

Actual Performance(s) -- Preassessment: _____

_____

Postassessment: _____

_____

*PROFICIENCY LEVELS AND CERTIFICATIONS:

Sample Indicators: Cognitive (can do) Levels
- Knowledge - identify those institutions that provide preparation that meets the legal criteria for certification.
- Comprehension - match job description(s) to appropriate sources of educational staff personnel.
- Application - prepare a valid list of potential sources of new staff members.

Sample Indicators: Affective (will do) Levels
- Receiving - name those institutions that provide preparation that meets the legal criteria for certification.
- Responding - participate in discussions in which job descriptions are matched to appropriate sources of educational staff personnel.
- Valuing - differentiate positive and negative factors among institutions which are potential sources of new staff members.

Preassessment: Cognitive Level: _____ Affective Level: _____

Mode(s) of Development: _____

_____
Date

Certification of Levels: _____ and _____
Certifier I Certifier II

Postassessment: Cognitive Level: _____ Affective Level: _____

Mode(s) of Development: _____

_____
Date

Certification of Levels: _____ and _____
Certifier I Certifier II

revealed that 23 of the 31 who had completed the program in 1976 were in administrative positions; three had already won their second promotions.

Some further conclusions reached by project staff are of interest in terms of the implementation of a fully-functioning CBAE program:

- Research is needed to determine whether project participants are actually any more competent than traditionally prepared administrators.

- While the CBAE approach lends itself to granting credit for documented prior experience and achievement, this potential was not fully realized. Flexible certification criteria are needed, and provision needs to be made for proficiency development outside the usual university campus-based course requirements. This could be accomplished by proficiency testing on usual course requirements and by the award of liberal practicum or internship credits based on documented, certified performance proficiency.

For further information, contact:

Dr. Wayne Ramp, Professor
Vocational Education Studies
Southern Illinois University at Carbondale
Carbondale, Illinois

The Illinois State University at Normal Program

The basis for the ABC (Administration by Competency) program is the same 159 competencies identified in the joint project with Southern Illinois University. Whereas the SIU-C program emphasizes the internship, the Illinois State program uses multiple delivery systems, and has developed 45 learning packages to help deliver on the identified competencies. Figure 1 illustrates the ABC model.

According to the 1976 final report, each ABC package contains the following components:

1. A title page identifying the competency by title, number, and general area.

2. A rationale describing the importance of the competency and the content included in the package.

3. A competency statement indicating in behavioral terms what performance is expected of the learner.

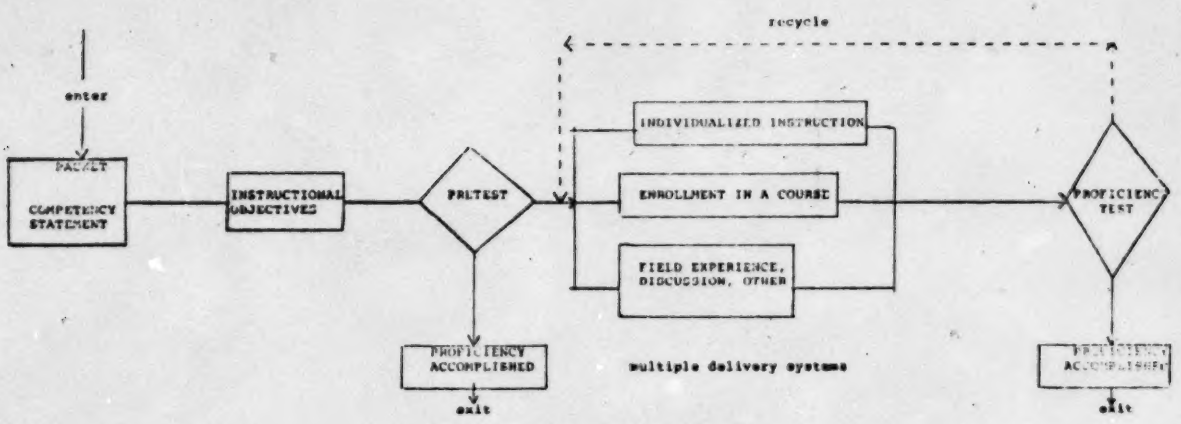

Figure 1.-- THE APC MODEL

4. A listing of instructional objectives (sub-competencies) to guide the learner in the achievement of the stated competency.

5. A pre-assessment which allows both student and instructor to ascertain if he/she has the competency or to guide him/her in what he/she needs to learn to achieve the competency. If the pre-test reveals the learner can perform the competency, credit may be given by administering the proficiency immediately; upon successful completion the student may then proceed to other packages. If the pre-test indicates additional learning is necessary, a number of learning experiences are available to the student. The pre-test is an optional self-test.

6. A listing of the identified alternative delivery systems and learning experiences a student may select to achieve the competency. Since resources are furnished for the course, it is recommended that students keep a notebook for the packages they study. Notes, reproduced material and other information may prove useful in the future for the student. This is the only means whereby written materials and information from the learning resources can be retained by the student as a record.

7. Proficiency Tests (assessment instruments) that determine the learner competency following completion of one or more learning activities.

8. A recycling component. If a student fails to complete all questions to the satisfaction of the instructor, the student may be recycled or asked to discuss or rewrite those questions until the competency has been fulfilled.

A student may take as many as nine hours in the ABC course and may also elect an Independent Study #400 option. Nine packages are the equivalent of 18 class hours for three hours of credit. Only three hours of ABC may be taken under the course catalog number each semester. Students may take packages in escrow to accumulate credit hours in advance. They may also check out as many as two packages with resources for a period of two weeks. Students can come in two evenings a week for conferences, resource checkout or proficiency tests.

The Northern Illinois University at DeKalb Program

Begun in 1976, the New Opportunities in Vocational Education Project is also based on the 159 competencies which comprise the SIU-C and ISU programs described above. The program is unique in that it is aimed at developing the administrative options and skills of women and minorities. Fifteen students, all women and/or minorities, were enrolled in the 1976 program.

The three fundamental goals of the project are:

1. to upgrade the professional skills of the participants in the areas of vocational education, educational administration and supervision, and subject matter specialization

2. to "open the eyes" of the participants in regard to the world of vocational education and administrative roles

3. to develop a self-awareness and actualization toward future roles in a traditionally white middle class, male environment of the educational administrator

Delivery strategies used in the new opportunities program include: graduate level courses at the university, on-site visitations and evaluation of area occupational education programs, field trips to meet and confer with practicing administrators, participation in university and state sponsored professional development workshops and, for returning project fellows, an administrative internship.

For further information, contact:

Dr. Frederick P. Frank, Project Director
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Northern Illinois University
De Kalb, Illinois 60115

The California State College Program

In 1976, 39 participants were enrolled in this competency-based graduate program for preservice elementary or secondary principals. The program is based on 10 generic competencies

supported by 40 complementary enabling objectives. The competency identification method involved two advisory committees composed of elementary and secondary principals. The committees wrote narrative descriptions of the functions of a principal, then translated these into broad general statements, and then more specific enabling competencies. The main features of the program are as follows:

1. An assessment and orientation seminar is held in which students examine the identified competencies and document their previous educational and inservice experiences. Each generic competency is assigned a credit equivalency. Students and faculty meet in individual conferences to determine what competencies they have already achieved and should receive credit for. The learning activities necessary to help them achieve the other competencies are then prescribed.

2. Each student has a portfolio of acquired competencies and an individually prescribed curriculum for the remainder of his/her program.

3. Students register for generics rather than courses. E.g., a student may register for Curriculum 701 (Generic I) for 1-8 credits. If the work is not completed during that semester, no grade is given. Grades and credits are recorded when the work is completed.

4. Credits awarded during the self-assessment seminar, if recorded, are paid for at the regular per credit cost. For persons with MA's who do not want or need additional credit, a notation of achieved competency is made.

5. Learning activities such as "Make an evaluation of selected curriculum areas in your school" are carried out through

   - taking courses
   - independent study seminars
   - supervised field experience seminars
   - case studies
   - learning activity packets
   - computer assisted instruction

   Staff noted that with a student population that is basically evening part-time, and fully employed in other than an administrative position, there is difficulty in prescribing field experiences.

6. Evaluation to date has been largely subjective, based on a review of written documentation prepared by students for presentation in the culminating individual conference with program staff. Staff concluded that "accurate objective evaluation instruments that truly measure the level of competence are essential...if the program is to be ultimately successful."

For further information, contact:

William R. Benedetti
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California, Pennsylvania

The University of Minnesota SEATP Program

Created and tested in Minnesota for the past five year, the Special Education Administrator Training Project (SEATP) derives the training objectives through a goal and performance analysis by experts in the field. Through a Latent Partition Analysis (apparently similar to the DACUM method), the results of the goal and performance analysis are sorted and classified, then organized by a computer. The program attempts to focus evaluating the person's observable actions, not his/her intent.

The basic SEATP Model is as follows:

1. Derive performance objectives using goal and performance analysis.

2. Identify target population for training.

3. Pre-test trainees to estimate individual need for training, using cognitive tests and simulated performances. An estimate is made of the criterion level which constitutes mastery of each objective.

4. Prepare instruction based on derived objectives. The amount and content of instructional experiences differs by the individual, based on the pre-assessment results. Multifaceted instruction (individual, small group, large group) is provided in a variety of locations. The assumption is that competency-based instruction is site-free; it can be provided in any location from a university campus to a home environment, and does not require a traditional institutional support system.

5. Design assessment strategies based on derived performance objectives. A series of tasks, derived from the content objectives, are performed in simulated settings, and rated by experts for adequacy. Evaluation of the individual's actual on-the-job performance is

an option, but is considered too time-consuming and costly at present. In addition to the simulated performances, each participant is given tests of randomly selected items which measure the various content areas.

6. Evaluate and revise program as needed. A computerized system is used to record test results and the status of participants, and to select, print, and score pre- and post-tests. This allows for self-monitoring of progress by participants, and for direct program evaluation.

For further information, contact:

Richard F. Weatherman or Judith M. Wolf
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Minneapolis, Minnesota

The Valdosta State College Program

Field tested with 22 participants during January-May, 1976, project ROME-FOCUS (Field-Oriented Competency Utilization System) is a competency-based, field-oriented training program for inservice school administrators pursuing the sixth year degree at Valdosta State College in Georgia.

The training is based on a pool of competency statements verified and validated against school outcome measures; the program focuses on developing these competencies in a field-based setting. Competency is defined as the demonstrated ability to identify and solve school problems.

Thus, during the five month instructional sequence, each participating administrator attempts to solve a high priority school problem via certain care problem solving objectives. These objectives are based on competency statements selected from those available in the verified and validated pool.

Monthly visits to other schools, and the review of resource modules are vehicles by which participants can improve their level of competency.

An extensive internal and external evaluation study revealed, among other findings that:

- Nineteen of the 22 who began the program completed it.
- Ninety-six percent of all FOCUS objectives were completed.
- Ninety-four percent of all school visits were completed.

- Ninety-six percent of all resource modules were completed.
- Principals preferred ROME-FOCUS training to traditional programs and perceived significant increases in their competency.

For further information, contact:

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Valdosta, Georgia

The Internship

The internship is a preservice and inservice approach to administrator preparation which seeks to provide for a gradual transition from preparation to full-time administration. It differs from traditional approaches in its focus on combining academic studies with a planned, extended field experience under the supervision of an on-the-job practitioner.

Major Features

The major features of the internship are as follows:

- The internship is a phase of professional preparation which comes after or in conjunction with some sort of formal program of preparation.
- Interns participate in individually designed programs that include both academic studies and practical field experiences.
- The intern functions under the on-the-job guidance and supervision of an experienced administrator.
- Interns carry real and continuous administrative responsibilities in the field for an extended block of time. During this period, they are assisted in making practical applications of the theory and knowledge components of the training program.
- The internship usually involves placement in another school or district.
- The internship is either a full- or half-time, paid position.
- The training program, supervision, and evaluation are cooperatively developed and conducted by the intern, the on-site supervisor, and the sponsoring university.

Procedures

While the procedures followed in existing internship programs tend to vary moreso than in the externship programs reviewed, the internship approach generally involves the following procedures:

1. The internship program begins with a pre-internship phase, which usually involves either a formal program of study (e.g., a full master's degree program in which the internship is the culminating activity), or enrollment in a regular summer session or 3-8 week summer workshop on the university campus. This

phase can include formal classwork, presentations, seminars, small-group discussions, field trips, individual study, etc., all aimed at giving the participant the fundamental understandings and skills he/she needs as a foundation for the internship in a field setting.

2. The internship itself normally extends over the ensuing academic year, and is spent in the field in a secondary school, vocational-technical center, university, community college, state department agency, etc.

3. During the internship, the intern engages in a planned program of experiences designed to address his/her professional objectives. The type and degree of planning prior to the field experience can range from informal agreements between the parties involved, to a tentative list of projects and activities (subject to refinement), to a formal written training plan specifying precise objectives and learning experiences. The training experiences normally range from performing routine administrative tasks and procedures to conducting in-depth studies and projects which contribute to both the intern's professional growth and the improvement of the agency in which he/she is working. During this phase, the intern may also participate in periodic seminars and enroll in required and elective courses on campus.

4. Throughout the year, the intern receives day-to-day supervision and guidance from the on-the-job supervisor. In addition, periodic visits by program staff allow for interaction and consultation between the intern, supervising administrator, and program staff. The progress of the intern is in this way observed and monitored, problems and solutions are identified, and a vehicle for intern evaluation exists. The intern may keep a diary or log of activities and accomplishments and fill out weekly or monthly progress reports as part of the evaluation process. Evaluation is normally a cooperative effort between all parties involved, and may include formal assessment instruments and procedures, written narrative reports, or some combination of procedures.

5. Funding procedures vary from program to program. Generally speaking, however, the intern pays tuition costs, and the other expenses (e.g., the intern's salary) are shared by the cooperating field site, the state department, and the university.

The pre-internship summer sessions or workshops generally carry from 3-12 credits; the field experience component can carry from 4-18 or more credits, depending on the amount of course work completed for credit during the year.

Advantages and Disadvantages

There are several advantages to the internship approach. These include, but are not limited to, the following:

- The extended field experience, in which the trainee concentrates a substantial portion of his/her time, energy, and attention to on-the-job administrative responsibilities, problems, and procedures, can result in more in-depth learning experiences than may occur in short-term or part-time approaches.

- Because the intern (although carrying real responsibilities) is considered by field-site personnel and university sponsor to be a learner making a transition to a full leadership role, he/she is more free to "try out" or practice the theories and procedures he/she is learning, to make and learn from mistakes, and to adjust gradually to the demands of full administrative responsibility.

- The emphasis on combining academic studies with practical application, and the collaboration between university and local educational institution, can result in more relevant, realistic training than has traditionally occurred in programs concentrating on theory alone.

- Daily contact and interaction with experienced, competent practitioners can provide the intern with a role model and enable him/her to learn from the experience of others, and allows for more immediate feedback and monitoring of progress than can occur in programs without such on-the-job supervision.

The potential disadvantages of the internship approach include the following:

- Although the internship is usually a paid position, the salary is normally either at a token or beginning level, which may entail more of a financial burden than many potential leaders can afford to carry.

- Most internships involve placement in another school or district; the consequent uprooting may also involve more of a commitment than many individuals are willing or able to make.

- Since the experience usually takes place largely in one agency or area, the intern may not receive a broad overview of vocational education, target groups, levels, programs, agencies, and facilities in the state, or develop a comprehensive understanding of the interrelationships of these various components in the total vocational education delivery system.

- The effectiveness of the experience depends to a great extent on the competence, commitment, and supervisory skills of the on-the-job supervisor, and on the potential for meaningful and varied learning experiences of the field site. This sort of training situation may not always be available, or available in sufficient numbers to meet the need; the intern could find himself/herself being used as a source of "cheap labor"; or limited to performing routine tasks without the necessary opportunity for engaging in in-depth study or significant long-range projects.

Internship programs (called Leadership Development Programs in some states) are operating in several states, including Michigan, Washington, Ohio, Oregon, Maryland, Pennsylvania, Oklahoma, and Indiana. Following are descriptions of the key characteristics of these programs.

The Michigan Leadership Development Program

In operation since 1964, the University of Michigan Leadership Development Program in Administration of Vocational-Technical Education enrolls about 20 persons each year. To date, there are approximately 300 graduates of the program in the field.

As will be noted, the Michigan program differs somewhat from the "conventional" internship model, most significantly in the fact that the intern stays in the school district or community college in which he/she is employed. Nominations are made by the administrator or college dean; graduates of the Leadership Development Program who presently hold administrative responsibility are also eligible to make nominations. Only applicants who have guaranteed commitments of an internship from the local administration are selected.

The program includes the following procedures and components:

1. A rather extensive and intensive screening and selection process is conducted, beginning in November. The process includes two days of testing (e.g., computation and verbal skills) and interviewing of those initially selected, with each applicant being interviewed three different times by three

different people (project staff, local directors, or deans). About half of these applicants are selected, contingent upon the satisfactory arrangement of an internship with the local administrator.

2. In the spring, a visit is arranged with the administrator, to discuss program operation and insure that the local administration understands the internship commitment.

3. The prospective intern is then instructed to outline in performance objective terms the specific areas and responsibilities he/she believes will be covered in the coming school year. The intern then meets with his/her supervisor to draw up a list of performance objectives for the internship. Emphasis is placed on the importance of the intern-supervisor relationship and the willingness of the supervisor to become involved to the success of the internship phase of the program.

4. Also in the spring, an advisory committee consisting of staff, a state department representative, local directors, community college deans, present interns, and prospective interns is called together to assist the staff in setting goals for the upcoming year.

5. Trainees attend a six-week summer workshop in Ann Arbor prior to their internship experience. The workshop includes lectures, discussions, field trips, seminars, committee work, and independent study. At the end of the first week, a "Supervisors' Day," planned and conducted by the interns, is held for all supervisors and interns. The focus is on enabling the intern and supervisor to know and respect each other in advance of the internship. Six graduate credits are granted for the summer workshop.

6. The workshop is followed by a nine-month internship in the district or community college in which the intern is employed. The internship involves the trainee in problems of supervision, investigating service needs, examining the administrative structure of the local system or college, studying decision-making processes, working with advisory committees, etc.

7. Also during the internship, Saturday seminars (one per month) are held in convenient locations to permit sharing of ideas and experiences and input by various experts in the field. Four graduate credits are granted for the internship phase.

8. Evaluation is guided by an evaluation committee, and consists of participant evaluations of presentations, field trips, and group experiences; peer evaluations of certain individual and group activities; and evaluations of the intern four times a year by his/her supervisor. A special evaluation form is mailed to the supervisors; they can respond to this form, or write a letter indicating the progress of the intern.

9. The cost for participating in the program (tuition, housing during the summer workshop, and travel to the monthly Saturday seminars) is carried by the interns. The state department may provide a percentage of reimbursement to the local agency for the internship time.

For further information, contact:

Dr. Gordon McMahon, Director
Leadership Development Program
School of Education
The University of Education
Ann Arbor, Michigan 48109

The Ohio Vocational Leadership Program

Developed and initiated in 1966, the Ohio Vocational Leadership Program is presently designed as a dual or parallel program aimed at preparing both supervisory and administrative personnel.

The program for administrators (directors) is organized into three phases:

Phase I -- an 8-week preservice summer institute at Kent State University. Trainees receive a modest training stipend, plus travel expenses.

Phase II -- a 10-month internship in a local school district. Placement is the responsibility of the program director in cooperation with the State Director of Vocational Education. Effort is made to provide placement near present residence; however, a move may be necessary. Interns are paid a standard salary ($11,000 in 1975). The local participating school district is reimbursed for a substantial portion of the salary ($7,500 in 1975).

Phase III -- three 3-day seminars; one scheduled each quarter. Interns are reimbursed directly for expenses incurred.

A follow-up study in 1975 revealed a 92% placement for the 272 participants up to that date.

For further information, contact:

Dr. Charles W. Nichols, Chairman
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Kent State University
Kent, Ohio

The Washington Vocational Administrative Internship

Begun as an EPDA-funded pilot study in 1975 by Dr. Fred V. Miner (15 participants), the program addressed three basic problems. According to the project director, these were as follows:

- The historic disinterest on the part of school administrator training institutions to focus attention on the preparation of vocational administrators has limited the supply of vocational administrators.

- State school administrative agencies and existing state plans for vocational education have not adequately identified the needs and assumed responsibility for vocational administrator training, largely because these administrator training functions have been traditionally supplied by colleges and universities for all other segments of the educational delivery system.

- School administrator training institutions fail to attract, and to serve, individuals with a wide knowledge of and a sympathy for vocational pursuits.

The internship program attempts to address these problems through the following procedures:

- The intern project administration and project operation, including training design, is located in a local vocational school administrative setting where effectiveness is traditionally measured in actual vocational delivery results.

- Individuals selected for vocational internship training have knowledge of, and have demonstrated a sympathy for, a wide range of vocational pursuits.

- Trainees selected have acquired a tentative or actual vocational administrative responsibility with a local school district.

- Financial support and commitment to the internship experience are sought from the intern's employing school district.

- Each intern's training program is individualized.
- Actual administrative situations and existing vocational problems are used to achieve vocational administrative growth.
- The internship program is publicized to give maximum visibility and exposure to employers, instructors and the local community.
- Wherever possible, an administrative training by-product, usable by the trainee's employing school district, is produced.
- Reliance upon school administrator training institutions is minimized; however, nine semester hours of college credit is granted.

Evaluation of project outcomes revealed that fourteen new vocational programs were developed and implemented in the local school districts: seven new special vocational proposals were developed and approved for funding and seven new proposals await funding approval; four of the interns were selected as vocational directors by their school districts at the conclusion of the internship project.

For further information, contact:

Dr. Fred V. Miner
Clover Park Vocational-Technical Institute
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Tacoma, Washington 98499

The Oregon Vocational Education Leadership Program

Since 1967, 59 vocational educators have participated in the full-time Oregon Intern Program. The twelve-month program generally follows the basic internship model:

- The program begins with attendance at the regular summer term on the Oregon State University campus. Interns may register for 12 hours of course work.
- The academic year which follows is spent in a half-time leadership training position in one of the co-operating intern centers. The intern may enroll for no more than 10 quarter hours per term during this period. The intern center is selected by each intern according to his/her own professional objectives. Intern activities are guided by on-site practitioners, and supervised by teacher educators from the university and program specialists from the state department of education.

- Minimum qualifications include a B.A. degree and two years of successful experience in vocational education.

- A grant is awarded to each intern for participating in the program. Additional funds are available for travel and for tuition and fees.

For further information, contact:

Intern Program
Vocational Education Unit
Oregon State University
Batcheller Hall
Corvallis, Oregon 97331

The Maryland Administrative Internship Program

The Maryland internship program is similar to the Oregon program, with the following unique charcteristics:

- The program is administered jointly by the Maryland Professional, Personnel and Youth/Adult Vocational Leadership Center (PPYAD Center) and the University of Maryland.

- The participating intern is advised and supervised by leadership specialists of the PPYAD Center, as well as by members of the University of Maryland's Vocational Education Unit. Additional supervision is provided by administrators of the cooperating intern centers.

- The intern may earn 12-18 credits for the nine months of class and practical field experience.

- Minimum qualifications include a Master's degree and three years successful experience in vocational education.

- Tuition cost (24 credits), a $4,000 stipend and $500 travel expenses are paid by the PPYAD Center. The intern site agency pays an additional $4,000 stipend.

- Three candidates are accepted, each from a different vocational discipline.

For further information, contact:

Administrative Intern Program
PPYAD Center
5525 Shelbourne Road
Baltimore, Maryland 21227

The Maryland Summer Intern Program

The Maryland Summer Intern Program is a scaled-down version of the 12-month program:

- The internship is a 9-week summer program. It begins with a three-week on-campus workshop (3 credits), followed by six weeks in a cooperating intern center (6 credits). Earned credits may be applied toward an advanced degree.
- Tuition cost (up to 12 credits) is paid by the PPYAD Center; all other expenses are assumed by the intern.
- Six candidates are selected, one in each of six different service areas.

For further information, contact:

Summer Intern Program
PPYAD Center
5525 Shelbourne Road
Baltimore, Maryland 21227

Project LIFE--The Temple University Leadership Intern Field Experience

Conducted July 1, 1976-June 30, 1977, Project LIFE has been refunded by the State Department of Education for this year, and will then be absorbed into the regular Department of Vocational Education budget at Temple University. Seventeen interns participated in the 1966-77 program. The program differs from the other internship programs reviewed in its focus on the development and assessment of specific competencies in a field-based setting; the certification of vocational directors is based on achievement of competencies, not credit hours. Highlights of the program and of its outcomes are as follows:

1. The internship begins with a needs assessment conducted by each intern, his/her on-site supervisor, and the field resource person from Temple. Using the Ramp/Anderson competencies identified in Illinois, a competency profile is developed for each intern, and the activities to be completed on the job determined. The on-site supervisor, intern, and field resource person from Temple then sign a Competency Based Intern Program Agreement specifying their responsibilities.

2. Certification requirements are that each intern meet 80% or more of the required competencies at the "application" level. The competency levels of "awareness" and "understanding" are developed previous to the field internship.

3. Weekly required seminars, regular visits by the field resource person, and weekly progress reports by each intern are included in the program.

4. Evaluation of the program revealed some significant information related to implementing the competency-based approach to administrator preparation:

   a. The method of assessing competency development was felt to be inadequate. Objective instrumentation for assessing competency mastery is needed, rather than depending on more informal or subjective methods. A project to prepare assessment instruments was funded for 1977-78 by the Pennsylvania Bureau of Vocational Education.

   b. Communication between the intern and on-site supervisor needed improvement.

   c. The competency needs of some interns were not completely met because of inherent limitations of their internship sites.

   d. Modularized learning packages are needed to facilitate individualized instruction.

For further information, contact:

Dr. C. J. Cotrell, Professor
Department of Vocational Education
Temple University
Philadelphia, Pennsylvania 19122

The Oklahoma Intern Program

Part of a three-phase EPDA-funded program for professional improvement, (Intern, Extern, Return), the intern phase is designed for vocational and technical personnel who show outstanding promise of leadership. The program might be termed a "mini-internship," in that participants intern at the State Department of Vocational and Technical Education for a period of one to six months only. According to the information available for review, the internship does not include a pre-internship workshop. Each intern selected develops objectives for his/her participation; these are reviewed and revised as necessary by the program supervisor and on-site supervisor.

For further information, contact;

Dr. Francis Tuttle, State Director
State Department of Vocational and Technical Education
1515 West Sixth Avenue
Stillwater, Oklahoma 74074

The Indiana Interdisciplinary Professional Leadership Development Program

According to the 1975 report of the project conducted during 1972-1975, this was an experiential two-year program for persons with M.S. degrees in vocational areas. The 40 participants were involved in a four-phase program:

1. a preinternship, consisting of a five-week summer session of full-time study (6 credits)

2. an internship covering two academic semesters, which included part-time study (6 credits each semester)

3. a post-internship, consisting of a five-week summer session of full-time study (6 credits)

4. an inservice phase covering two academic semesters, which included part-time study (3 credits each semester)

Participants are eligible for professional certification as supervisors or administrators of vocational education in Indiana upon completion of three years of administrative or supervisory experience.

An interesting feature of the program was the establishment at the university of an interdisciplinary Center for Professional Development in Vocational-Technical Education to implement the leadership program. The Center used staff and resources of the various university departments, schools, and services for planning, guiding, and supervising the leadership project.

Evaluation of the project was largely positive. Recommendations for improvement included the following suggestions:

- The intern experiences might have been improved by being outside the student's place of employment for a few students. This was impossible due to inadequate funding.

- The intern activity should include summer experiences as some of the administrative decisions only occur during the summer.

- There is need for the Center to be visible in the Indiana State Plan for Vocational Education, and for a full-time director to be appointed for the Center. The latter was accomplished in May, 1975.

- The success of the program was due to the enthusiasm and willingness of the faculty to commit themselves to an overload.
- More meaningful field trips would improve the program.

For further information, contact:

Vocational Technical Services Center
Indiana State University
Terre Haute, Indiana

Summary

The review of the literature and contact with State Directors of Education identified a variety of delivery strategies currently in use in the preparation of local administrators of vocational education. While this report was designed to cover the most promising alternatives for implementing a competency-based approach to administrator preparation, (rather than the more traditional approaches commonly used) the other strategies identified should be mentioned as potentially valuable approaches to be used in combination with the major strategies described. The following strategies can be (and in many cases, are being) incorporated into a comprehensive delivery system for training local vocational administrators:

Inservice workshops, conferences, seminars, institutes.--These group training sessions can be especially valuable for focusing on new and emerging needs of vocational administrators.

Graduate courses and programs.--While coursework alone has generally not proven to be sufficient to meet the practical needs of vocational administrators, a combination of academic studies and practical field experience can be an effective means of relating necessary theory to on-the-job responsibilities. In some instances, enrollment in a course covering a particular area, in an atmosphere conducive to study and research, may be the best way for an administrator to gain the necessary background and understanding he/she needs.

Returnships.--This strategy, in which practicing, experienced administrators are provided release time of one week to four months for professional development activities, can be useful in updating participants' skills and familiarizing them with new and emerging concepts. Such a program is currently operating in Oklahoma.

Mini-internships.--Ranging in length from one day to two weeks, such programs can help meet the individual needs of local and state personnel, without a long-term commitment of time and money. Such programs were operated in Florida in 1975-76, and in Wisconsin in 1977.

The major delivery strategies described in this report hold considerable promise for improving vocational administrator preparation. Several of the individual programs described either utilize a competency-based approach, contain many of the elements of competency-based education, or lend themselves to this approach. One theme ran through all the project reports, evaluation studies, proposals, papers, and articles reviewed: pre- and inservice vocational administrators want and need individualized, realistic, and relevant training that will enable them to fulfill their

varied and complex responsibilities. The competency-based approach is a flexible, individualized method which allows pre- and inservice administrators to assess their professional needs, outline a program of professional development, and develop the competencies actually needed by local administrators of secondary and post-secondary programs.